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ABSTRACT

Project READ (Reading Education for Adults in Dayton) sought to enhance the literacy of Job Training Partnership Act (JTPA)-eligible adults in the Miami Valley through improved coordination efforts. The major task of the activity to coordinate promotion of literacy resources was to create new awareness and linkages between the Human Services Department/JTPA program and the major literacy training programs. A referral process and form were developed. A four-page summary description of literacy training programs was also prepared. Workshops on assessment of learning disabilities and teaching techniques to accommodate different learning styles were conducted. Project READ compiled and distributed a training calendar that listed all literacy training sessions for teachers and tutors being offered by different Project READ members. It also sponsored workshops for teachers and tutors. Literacy instruction was not begun until mid-March 1990. The short period of training negated the possibility of pre- and post-training assessment. The number of referrals, many to programs previously never used by the Human Services Department, showed that the project had achieved its purpose of creating new awareness and linkages. Recommendations were made for improvement of all activities. (Attachments include a referral form, list of literacy training programs and site map, workshop flyer, and referral statistics.) (YLB)

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LITERACY COORDINATION FOR MONTGOMERY AND PREBLE COUNTIES

July 1, 1989 to June 30, 1990

FINAL REPORT

This project was supported entirely by federal funds of the Job Training Partnership Act (Public Law 97-330, Section 123) and with approval from the State Education Coordination and Grants Advisory Council in Ohio.

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CONTENTS

INTRODUCTION 1

BACKGROUND 1

PROJECT GOAL/ACTIVITIES 2

REPORT OF ACTIVITIES 2

GOAL 1. COORDINATION OF PROMOTION OF LITERACY RESOURCES 3

GOAL 2. ASSESSMENT TRAINING FOR TEACHERS/TUTORS 6

GOAL 3. TRAINING OF TEACHERS/TUTORS IN LITERACY TEACHING TECHNIQUES 7

GOAL 4. APPROPRIATE LITERACY INSTRUCTION PROGRAM FOR PARTICIPANTS 9

OTHER RESULTS 10

ATTACHMENTS 11

INTRODUCTION

Founded in 1987, Project READ ("Reading Education for Adults in Dayton") is a Greater Dayton area non-profit coalition composed of organizations which provide adult literacy services and other individuals and groups who support the coalition's mission and goals. Project READ's stated mission is "... assisting illiterate and under-educated adults to achieve the basic literacy skills necessary to function effectively in society." The coalition's goals are:

A. Increase public awareness and concern for the scope and impact of adult illiteracy;

B. Mobilize community resources to combat the problem;

C. Strengthen the efforts of organiztions which provide literacy services.

BACKGROUND

In May 1989, Project READ applied to the State Education Coordination and Grants Advisory Council (SECGAC) for a JTP-Ohio Literacy Coordination Grant (20% of 8% set-aside). The goal of the 20% grants is to combine "...the resources of JTPA and education in effective, innovative ways to better serve the target population." The Project READ application was approved for funding in July 1989.

Project READ was unable to apply directly for this grant, since it was not yet legally incorporated, nor had it received official 501 (C)(3) status from the Internal Revenue Service. Therefore, as an active member of Project READ, Sinclair Community College agreed to serve as the grant Subrecipient.

In addition to Sinclair, the plan proposed a collaboration of public agencies and organizations to include the Dayton and Montgomery County Public Library, Montgomery County Board of Education, Montgomery County Human Services, Montgomery County Joint Vocational School, and the Greater Dayton Job Training Program (SDA 4/5). Other partners included the Miami Valley Literacy Council, Preble County Literacy Coalition, Jewish Vocational Services, and Goodwill Industries.

It is important to note that this broad-based partnership was not developed merely as a response to the availability of grant funds. Project READ been laying the groundwork for productive cooperation among local literacy agencies through its monthly meetings and other joint activities. This foundation of dialogue and cooperative activity had set the stage for planning of a one-year project as called for in the SECGAC Request for Proposal guidelines.

Further momentum and need for the project came with new regulations from the Ohio Department of Human Services. These required 19 to 40 year old General Assistance (GA) Recipients to enroll in an education/ skills training program.

The Montgomery County Human Services Department was not fully prepared to meet this new requirement. The Department was accustomed to referring GA Recipients who needed literacy or basic skills training to the Dayton Adult Basic Education program (DABE). However, whereas participation in this training had been voluntary for recipients, the new state regulations were mandatory for virtually all GA Recipients. This meant that a potentially much greater number of persons than DABE could effectively handle would require training. Furthermore, Human Services personnel had not established linkages with nor awareness of the variety of literacy training programs available in the county.

Several planning sessions were held involving the participating agencies. The Office of Grants Development at Sinclair Community College assisted in these meetings, and Neil Herbskersman, Director of the Office, prepared the proposal. The spirit of interorganization cooperation evidenced in the planning process can be considered essential to success of this type of project.

PROJECT GOAL/ACTIVITIES

The project's goal was "To enhance the literacy of JTPA-eligible adults in the Miami Valley through improved coordination efforts." Four specific types of activities were proposed towards this goal:

1. Coordination of Promotion of Literacy Resources.
2. Assessment Training for Teachers/Tutors.
3. Training of Teachers/Tutors in Literacy Teaching Techniques.
4. Appropriate Literacy Instruction Program for Participants.

REPORT OF ACTIVITIES

Project READ received official notification of the grant award during the second week of July. Allowing for the time needed to hire a Project Coordinator and to set up the administrative/budgetary process with Sinclair Community College, actual activities began in August.

GOAL 1. Coordination of Promotion of Literacy Resources.

The major task in this activity was to create new awareness and linkages between the Human Services Department (welfare)/JTPA program and the major literacy training programs. A secondary task was to develop a participant referral and tracking system.

During August, The JTPA-Project Coordinator met individually with administrators from Human Services, JTPA, and Project READ literacy-training programs. He also met in group sessions with Caseworkers from the Montgomery County Human Services Department and Greater Dayton Job Training Program.

Information gathered from these meetings was used to develop a LITERACY TRAINING CLIENT REFERRAL FORM (see ATTACHMENT 1). This form, designed as a triplicate copy, was approved for use at the September Project READ meeting. The referral process was designed as follows:

1. The human services referral agency (Welfare, JTPA, etc.) conducts a reading skills assessment of each client.

2. Using assessment results and other pertinent information (area of residence within the county, barriers to training, etc.), Caseworkers determine the most likely appropriate training program for each client.

3. An individual client is instructed by his/her Caseworker on the training program's address and the time the client is scheduled for enrollment. The Caseworker then fills out the referral form for that client, retains one copy, and sends the other two copies along with any additional appropriate information to the literacy program.

4. When the client appears at the training program, program staff conduct their intake process, including any assessments.

5. If the program of first referral decides the client is appropriate for the training they offer, they enter information on the form that indicates the number of hours per session and days per week that the client will receive literacy training, and an estimated total time needed to complete the program. They keep one copy of the referral form, and transmit the other copy to the Project READ JTPA-Coordinator.

6. If the program of first referral decides the client is not appropriate for the training they offer, or can benefit more from attending a different literacy training program, they refer him/her to a second program. Notation of this second referral is entered in the appropriate box on the REFERRAL FORM and both copies are sent to the next training agency.

7. When the client appears for enrollment at the second training program, steps 4 and 5 are repeated.

In addition to developing a referral form and process, the JTPA Coordinator prepared a four page summary description of literacy training programs (see ATTACHMENT 2) that listed contact persons and phone numbers, hours of operation, any special requirements or other limitations on enrollment, and attendance or other fees. It also included a Montgomery County map that showing various training sites available through each literacy program. This description provided caseworkers with a guide to increase their ability to refer clients to the program most likely to benefit them.

The procedures outlined here were expected to begin in October 1989. However, the Montgomery County Human Services Department encountered a series of unexpected problems with their plan to assess client's basic skills levels. These problems included delay in construction of an adequate testing space, difficulties in hardware (computer) operation, and shipment of incorrect software from the publisher.

Basic skills assessment of Human Services clients prior to referral was considered an essential part of ensuring that they were sent to the correct literacy training program. Unfortunately, the problems described here, delayed start of the referral process until Mid-March.

As a result of the delay and the need to meet the State regulations for client training, the Human Services Department was required to process a large number of clients in a very short space of time. Between March 12 and April 9, the Department anticipated calling in over 2,500 welfare recipients for determination of their training status. This large number of clients made assessment an impossible task. Therefore, a very rough screening method was used. Clients who lacked a high school diploma or GED would automatically be referred to literacy training.

The lack of assessment by Human Services did create some problems with clients being referred to the wrong training program. Most notable were referrals to programs such as the Miami Valley Literacy Council and Goodwill Industries, which concentrate their services on non or very low functioning readers. A number of welfare recipients sent to MVLC and Goodwill were found after assessment to have higher order basic skills that lead them to be sent to a second program, which in most instances was adult basic education.

In addition to working with the Human Services Department, the Literacy Coordination Grant also envisioned referrals from JTPA. Several meetings were held with JTPA administrators, and two group sessions were conducted for Case Managers. However, JTPA referrals were almost non-existent. An examination of the background to this fact is important to understanding of the needs of the disadvantaged persons that the Literacy Coordination Grant was expected to serve.

As the forecasted labor shortages of the early 1990s begin to appear, employers (and colleges) are starting to move further down on the ladder of qualifications for entry level employees (students). Concurrent with this trend is the emergence of fierce global economic competition that will put a premium on a skilled workforce. Obviously, these two factors are in conflict, and the need evolves to raise the education levels of the workforce.

The group that remains to be served by the educational and the employment and training systems is more economically and educationally disadvantaged than either system has worked with in the past. One clear need is for the employment and training system to increase its remediation services, broadening their outreach networks, and focusing on longer-term programs. Unfortunately, the JTPA legislation of 1983 reduced funding for support services, which are in great need by persons with multiple barriers to training and employment. Also, JTPA's cost-per-participant standards and emphasis on one year performance measures, encourage programs that serve the less disadvantaged and emphasize immediate or quick job placement.

The result is a mismatch between available training slots and services and the needs of the most disadvantaged persons in the economic and social structure. It is in this sector of society that we need to consider making long-term investments.

RECOMMENDATIONS

- Continuing communication between literacy training providers and the Human Services Department is essential. Such communication should include liaison between the new Project READ Executive Director and the Department's staff. Also, the Human Services Department should regulary send a representative to Project READ meetings.

- Project READ should sponsor a series of meetings between Human Services personnel and literacy training providers. These could be held on an occasional basis, perhaps monthly or bi-monthly, and would involve Casemanagers going to a literacy training program to see the facility and receive a detail presentation on the program. This regular process would help "educate" Casemanagers on programs available to their clients and solidify coordination of resources.

- Project READ should give strong consideration to establishing a central assessment center. Assessments should not focus only on academic skill levels, but should also include barriers to successful completion of training, such as transportation or childcare needs. Consideration of an assessment center should be part of the strategic planning process that will be started by the new Exeutive Director.

Such a center would greatly simplify the process of referrals and increase appropriate program assignments for adult students, especially those with learning disabilities or other special needs. It also would free literacy training program personnel for direct training services.

It is possible that an assessment center could be established in conjunction with the Human Services Department in such a way as to ensure that the Department meets state regulations. Furthermore, such a center could perhaps be used by the JTPA program. In exploring the idea of a central assessment center to be used by all the literacy programs, plus a broad range of human service agencies, Project READ should take a bold, creative approach. Initiatives begun under the Literacy Coordination Grant position Project READ to be a focal point for cost-efficent use of community resources in literacy efforts.

- The referral process should be changed, so that each Human Services client carries a post-card referral form to the training program s/he is to attend. The card would be self-addressed to the referring Casemanager. Training program personnel would indicate on the card that the participant had appeared for training intake, and also indicate the status of the participant, e.g., tested and scheduled a start date, referred to another program, etc. This would eliminate the problem of clients appearing at a literacy training site without properly identifying themselves.

- JTPA regulations should accomodate the needs of adult clients who lack adequate basic skills needed to immediately enter a vocational training program. As currently written, these regulations place heavy emphasis on short term training that leads quickly to employment. Thus, the current performance standards encourage administrators to serve the less disadvantaged.

GOAL 2. Assessment Training for Teachers/Tutors

Another proposed activity under the JTPA grant was the conduct of three, 3-hour workshops on assessment of learning disabilities and teaching techniques to accomodate different learning styles. This was believed to be especially necessary, because not all agencies have expertise in identifying and remediating special problems. The major goal of this activity was to outline some simple techniques that could used by persons who had no experience and/or training in working with learning disabilities.

The first workshop was held in November, and was conducted by Project READ members, who demonstrated methods they use to identify learning disabilities. The focus was on quick assessments that can determine if a more extensive and professional follow-up is needed. The special value of this workshop was the message that expensive or complicated procedures are not necessary for an initial identification of student problems.

Followup workshops, conducted by learning disabilites specialists, were held in May (see ATTACHMENT 3). The workshops focused on a more detailed examination of problems in working with alternative learning styles. The workshops were lead by Fran Holthous, Adult Basic Education Coordinator for Upper Valley Vocational School (Piqua, Ohio), and Trudy Rennick, Adult Basic Education Coordinator for Portage-Lake Vocational School (Akron, Ohio).

Information about these workshops was distributed through flyers to Project READ members and through the local newspaper. As a result, most of the persons who attended were professionals. Unfortunately, there was no special effort to notify volunteer literacy tutors about these workshops. In later discussions with volunteer tutors, several expressed occasional frustration with special problems encountered in their students for which the tutors were not prepared. Some of these problems were addressed in the assessment training workshops.

RECOMMENDATIONS

- Project READ should continue offering regular workshops on dealing with special needs problems of adult literacy students. These should be conducted on at least a quarterly basis.

- Project READ should consider conducting a survey of professionals and tutors to identify the major needs encountered in working with adult literacy students.

- Special needs workshops should be announced to literacy volunteers through a formal mechanism, such as a mailing. The Miami Valley Literacy Council's newsletter for tutors is another avenue for this.

GOAL 3. Training of Teachers/Tutors in Literacy Teaching Techniques

One of the goals of the Project READ Literacy Coordination grant was to ensure a cadre of dedicated, trained, and motivated teacher/tutors. Two activities were used to this purpose.

First, Project READ used grant funds to compile and distribute a training calendar. This listed all literacy training sessions for teachers and tutors being offered by different Project READ members on an open or cross-enrollment basis. This is the first time Project READ was able to perform such a service.

Second, Project Read sponsored workshops for teachers and tutors using grant funds. Two items are of special note in this process.

In September, as part of National Literacy Month, Project READ sponsored "Ready to Read! Using the Newspaper to Teach Adults to Read." This highly informative three hour workshop drew an attendance of sixty persons. The cost of this workshop would have been prohibitive without the JTPA Grant.

Grant funds also were used to pay the cost of materials for tutor trainees enrolled in "Laubach Way to Reading" and "Literacy Volunteers of America" workshops (note: during the course of the grant, the LVA workshop was combined with the Laubach training). Prior to the JTPA Grant, community members who wanted to become volunteer literacy tutors were required to pay a $25 fee for these materials.

The Miami Valley Literacy Council believed this fee, while necessary, quite likely prevented some persons from enrolling in tutor training. This theory was apparently substantiated by a near doubling of tutor trainees from previous levels. Indeed, the August Progress Report to SECGAC stated under anticipated problems: "Enrollment in tutor training workshops has exceeded expectations. If the trend continues, it will create a budget shortfall later in the program." This was, of course, a happy dilemma, and lead in early Spring to a budget transfer request (approved by SECGAC officials) permitting some lessor used budget lines to be used for tutor training.

In June, a series of Focus groups were conducted with a sampling of tutor volunteers who had taken their training during the past year. These focus groups were augmented with a phone survey of tutors. Some findings from this research follow:

-- There is nearly unanimous praise from tutors for the quality and thoroughness of their training. Both the process and the ability and dedication of workshop leaders earned high marks. However, some tutors felt that they were not prepared for dealing with special problems in the students they worked with. This was never intended as a criticism of the training process, but rather as a recognition that the training provided a basis for tutoring, but could not provide all the varieties of situations that a tutor might encounter.

-- Some tutors feel isolated after they finish their training and begin working with a student. They expressed a need for more frequent communication with their "home" training program. One suggestion that met with widespread agreement was the formation of a tutor support group that would hold regular meetings. This would provide a forum for discussing common problems and solutions.

-- Most tutors liked the idea of an assessment center that would identify the full range of problems facing an individual student. In this way, they believed they could recognize if they (the tutor) were the appropriate person to work with a specific student, or if they as tutors might need to obtain additional assistance or training in working with a particular problem.

RECOMMENDATIONS

- To the extent possible, volunteer literacy tutor training should continue to be offered free of cost to the volunteer. This grant demonstrated the effect of free training on increased numbers of volunteers, and should encourage persons who control community funding for human services programs to give this a high priority.

- Project READ should continue to compile and publish a calendar of training events that are open to cross enrollment. The calendar should be distributed to tutor trainees.

- "Special needs" workshops (learning disabilities, dealing with social problems, etc.) should be an ongoing part of training available to tutors.

- Project READ should consider developing a tutor support group so that volunteers could have a regular exchange of ideas and feedback.

GOAL 4. Appropriate Literacy Instruction Program for Participants

The first three activities described above were intended to "...create a capacity to effectively serve welfare recipient participants of this grant project." The grant application further proposed: "Once the project is promoted and appropriate linkages are made with JTPA and Human Services offices, participants ... will be referred to the closest literacy instruction site."

As noted in GOAL 1 above (page 4), unavoidable delays in the referral process prevented the start of this activity until mid-March 1990, rather than the anticipated October 1989 date. Obviously, the short period of training involved (less than two months for most participants) negated the possiblity of pre and post training assessment of individual participants. However, some useful observations can be drawn from the experience.

-- Prior to the JTPA Grant, Human Services staff made nearly all their referrals to the ABE Programs (primarily Dayton Board of Education and secondarily Montgomery County Board of Education). During interviews conducted by the JTPA Coordinator, Human Services Administrators and Casemanagers stated that this resulted from a lack of awareness of other area literacy programs. One of the purposes of this grant was to inform Human Services personnel of the availabilty of other literacy training programs and to increase their use.

When asked if they had seen an increase in welfare referrals since March 1990, most literacy training providers answered yes. This answer is statistically substantiated. Between September 1989 and March 1990, referrals to Dayton Adult Basic Education totalled 239 persons. During that period, referrals to other literacy programs were minimal (only 12 were identified). However, since March 1990, referrals to nine other Project READ literacy providers totalled 142 persons, while referrals to Dayton Adult Basic Education amounted to 186 persons.

Many of these post-March referrals were to programs previously never used by the Human Services Department. Thus, it is fair to conclude that the Grant achieved one of its major purposes, to create new awareness and linkages between the Human Services Department and the major literacy training programs in the Greater Dayton area.

ATTACHMENT 4 shows the distribution of these referrals by initial referral. It also shows the number of referrals who actually enrolled in literacy training. While the enrollment rate of 51.5% may seem low, it is necessary to remember that these participants are not volunteering for literacy training. Rather, they are <u>required</u> to participate as a condition for receiving public assistance. Further research is needed to find ways to increase the rate of participation. Furthermore, this evidence indicates that a motivation component may be a valuable addition to literacy training for welfare recepients.

-- One problem that occurred in the referral process was the failure of some to properly identify themselves to training site personnel as being referred from the Human Services Department. This could result in a participant going uncounted as following up on his/her training requirement, and lead to a denial of benefits.

A possible method to overcome this problem, is to give to welfare recipients who are referred to training, a post card form with the referring Casemanager's name and address pre-printed. For training site personnel, this would identify the participant as a welfare referral and eliminate confusion (see RECOMMENDATIONS, Page 6).

RECOMMENDATIONS

- A motivation component should be included in literacy training programs for welfare recipients, and motivational techniques should be taught to literacy tutor volunteers.

- Other recommendations for the referral process have already been made under Activity 1 (see Pages 5 and 6).

OTHER RESULTS

The grant process provided some unforeseen benefits not called for in the proposal. These included:

- By opening communications between agencies, the quality of literacy instruction was improved. For instance, some ABE students who needed special or additional assistance, were referred to the PALS Laboratory at Sinclair. This offered an "enrichment" to their training.

- The grant activities set the stage for a September 1989 meeting at Sinclair Community College with Ned Sifferlen, Sinclair's Vice President for Instruction, Bonnie Johnson, Sinclair's Dean of Academic Services, Susan L'Heureux, Professor of Developmental Education and Sinclair's representative to Project READ, and a group of Project READ literacy training program representatives. A wide ranging discussion was centered around ways that Sinclair could advance literacy efforts in the area without duplicating other available services.

Further discussions lead to Sinclair assisting Project READ in obtaining local funding to hire its first (and full-time) Executive Director. Sinclair will provide space and a work-studies assistant for the new Director (who will start on July 9, 1990). In this way, activities begun under the JTPA Grant will be continued.

- Initial experience and information gathered under the JTPA Grant provided the expertise and process for Project READ to pursue and succeed with a "Community Literacy Grant" from the State of Ohio Department of Education.

ATTACHMENT 1

PROJECT READ: LITERACY TRAINING CLIENT REFERRAL FORM

Name: _____ Case #: _____

_____

(Address) (City) (State) (Zip)

S.S. #: _____ Phone: _____ Message Phone: _____

Educational/Vocational Goals:

_____

_____

_____

Reading Grade Level (attach test results/profile) _____

Attachments (other than test results; specify): _____

Disabilities or identified problems that will affect literacy training:

_____

_____

Referring Agency (check) Human Serivces [ ] JTPA [ ] Other _____

Case Manager: _____ Phone: _____

AGENCY	REFERRAL DATES FIRST	SECOND
Dayton Adult Basic Education		
ELMI		
Goodwill Industries		
Jewish Vocational Services		
Job Corps		
Kettering Adult School		
Miami Valley Literacy Council		
Montgomery Adult Basic Education		
Montgomery Joint Vocational School		
Preble County Literacy Coalition		
Red Cross		
Sinclair Community College		

FOR TRAINING AGENCY USE ONLY

Estimated Length of Client Training: _____

Days Per Week: _____ Hours Per Day: _____

COMMENTS: _____

_____

ATTACHMENT 2

PROJECT READ LITERACY TRAINING PROGRAMS

AMERICAN RED CROSS
370 West First Street
Dayton, OH 45402

Beth Rieman
Caseworker Supervisor
222-6711

Teaches English as a second language. Most students are new residents to the United States, primarily Vietnamese and Cambodian. Provides a focus on basic living skills. Transportation is available in some areas. Evening classes. No fee. Single site.

DAYTON CITY SCHOOLS
Adult Basic Education
2013 West Third Street
Dayton, OH

Clay Dixon
Director
228-7763

Basic skills and G.E.D. prep classes. Less than fifth grade reading levels may be referred to other beginning level literacy programs. No fee. Day and evening classes. Multiple sites in City of Dayton.

ENGLISH LANGUAGE and MULTICULTURAL INSTITUTE
2900 Acosta Street
Kettering, OH 45420

Clara Escalon
Director
297-3156

Refugees, immigrants, and other persons from foreign countries. No fee to refugees, tuition charges for others. Special group rates available. Single site.

GOODWILL INDUSTRIES
1511 Kuntz Road
Dayton, OH 45404

Joan Pierce
Coordinator
461-4800

In-school and out-of-school youth and adults, ages 16 and up. Emphasis on rehabilitation clients. Computer assisted training. No fee. Single site.

JEWISH VOCATIONAL SERVICES
224 North Wilkinson Street
Dayton, OH 45402

Karen Adler
Coordinator
461-4800

Ages 16 and up with stabilized disability and defined vocational/educational goal. No fee. Single site.

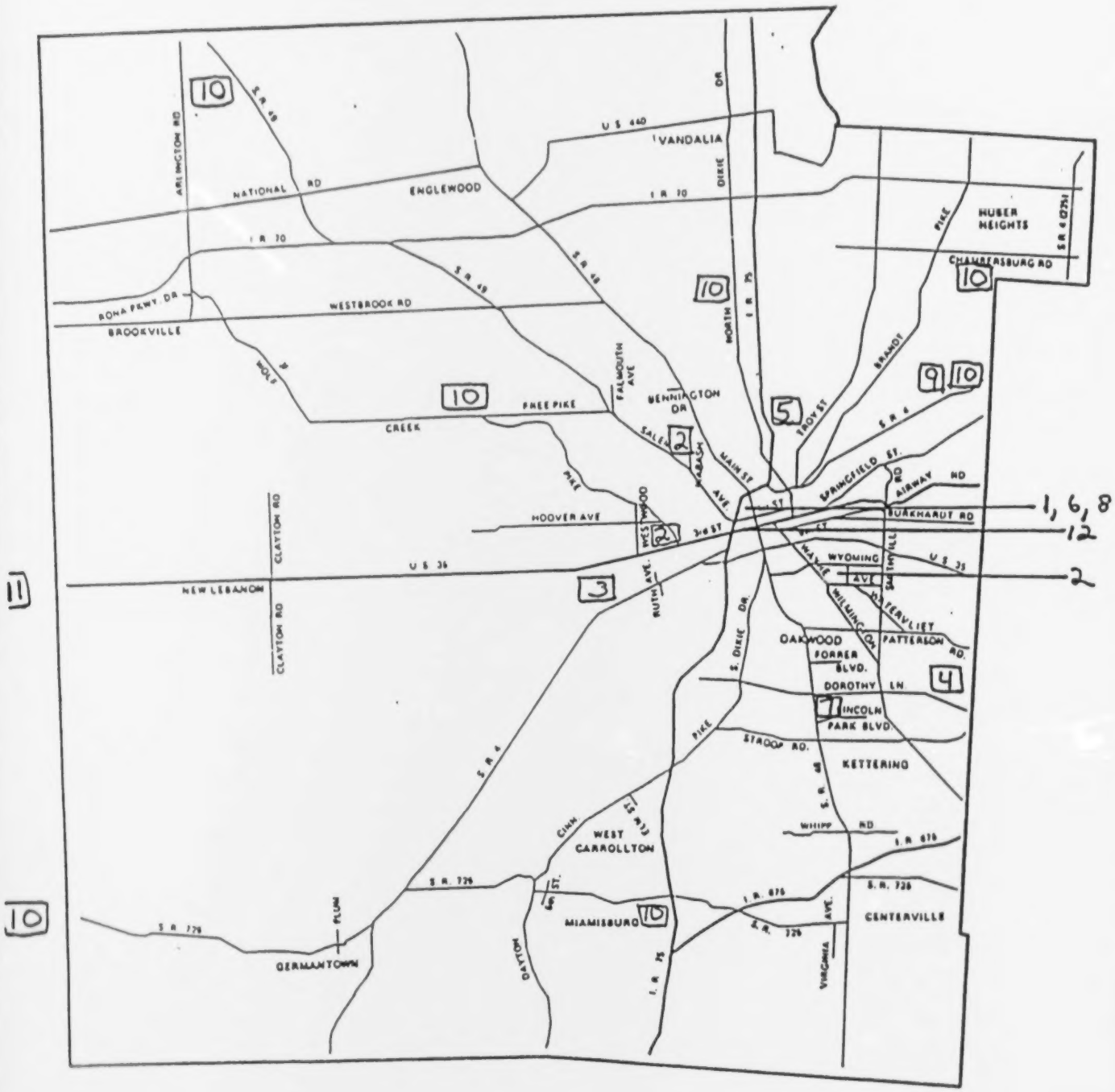
KETTERING ADULT SCHOOL
3700 Far Hills Avenue
Kettering, OH 45429

Mary Lou Cole
Instructor
296-7180

Out of school adults, ages 16 and up, with less than 9th grade education, and students requiring English as a second language. No fee. Single site.

LITERACY TRAINING SITES IN MONTGOMERY/PREBLE COUNTY

For site number identification, see reverse side.



ASSESSMENT AND TEACHING TECHNIQUES

FOR

LEARNING DISABILITIES/STYLES

Workshops for Literacy Teachers and Tutors

sponsored by

Project READ

OVERVIEW

These workshops will aid teachers and tutors of literacy students to recognize, assess, and accomodate different learning styles and disabilities. It is not necessary for workshop participants to have previous experience in order to benefit from these sessions. Participants can register for either or both of the workshops. They will learn the differences between assessment and testing, some easy to use techniques, and the distinction between learning "disability" and learning "style."

Both workshops will be held in the second floor conference room at the Dayton and Montgomery Public Library, 215 East Third Street, Dayton. To register, call: 227-9543 or 461-6110. Give your name and the workshop(s) you plan to attend.

SESSION ONE
FRIDAY, MAY 18
12:30 p.m to 3:00 p.m.
PRESENTER: Trude Rennick
Coordinator, Adult Basic Education
Portage-Lake Vocational School

SESSION TWO
THURSDAY, MAY 24
5:30 p.m. to 9:30 p.m.
PRESENTER: Fran Holthous
Coordinator, Adult Basic Education
Upper Valley Vocational School

ATTACHMENT 4

REFERRALS TO LITERACY TRAINING *

PROGRAM	# REFERRED	# ENROLLED
American Red Cross	6	0
Dayton Adult Basic Education	425	216
Dayton Job Corps	2	1
Dayton Youth Employment Program	3	0
English Language Multicultural Institute	1	0
Goodwill Industries	42	30
Kettering Adult School	16	8
Miami Valley Literacy Council	43	21
Montgomery County Joint Vocational School	18	12
Sinclair Community College	3	0
TOTALS	559	288 **

* Total Referrals from Montgomery County Human Services Department from September 1, 1989 to June 30, 1990.

** Percentage of Enrollment equals 51.5 (see discussion on Page 9).